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ABSTRACT

This study measured the extent to which 111 student teachers, enrolled as seniors in an early childhood and elementary education program, demonstrated mastery of 51 role competencies in two seven-week student teaching experiences. The competencies were in the areas of planning, teaching techniques, and personal and professional attributes. Each competency statement was pre- and post-assessed by the student teachers, cooperating teachers, and college supervisors to produce Interjudge Reliability Coefficients. The results, borne out by the confirmation of seven hypotheses, showed that the students performed at a high level of competency. There were statistically significant amounts of agreement among the student teachers, cooperating teachers, and college supervisors on the levels of performance. An implication for professional education is that competency statements and pre- and post-assessment models can be used to describe performance and growth for individuals and programs. Tables and charts show pre- and post-assessment means and Interjudge Reliability Coefficients for the competencies. (FG)

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TEACHING COMPETENCY ASSESSMENT
AN INTERJUDGE RELIABILITY STUDY
FOR STUDENT TEACHERS
IN
EARLY CHILDHOOD AND ELEMENTARY EDUCATION
AT
WEST CHESTER STATE COLLEGE

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DALLAS, TEXAS, FEBRUARY 1981

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OBJECTIVES:

The purpose of this study was to measure the extent to which student teachers at West Chester State College enrolled in the Early Childhood and Elementary Education programs demonstrated each of the fifty one role competencies required by their disciplines. These competencies define the programs which result in the issuing by the college of the Level I Instructional Certificate for Early Childhood and Elementary Education.

DATA SOURCE:

One hundred and eleven seniors enrolled in early childhood and elementary education student teaching at West Chester State College during spring of 1980 were the subjects for this study. Student teachers were assigned to public schools in the suburban Philadelphia area. Data were collected from the descriptions of each student teacher made by the student teacher, the cooperating teacher, and the college supervisor, and an external CBTE specialist approved by the Pennsylvania Department of Education.

PROCEDURE:

As part of their professional sequence and practicum student teachers were trained in the use of competency statements for assessing teaching performance. Competency statements were pre assessed for the first of two seven weeks student teaching experiences and post assessed for each of the two experiences by the student teacher, cooperating teacher, and college supervisor. Mean assessments were calculated for for each competency statement for each kind of judge and for all judges combined. Interjudge Reliability Coefficients were calculated, using ANOVAR between the assessments for each competency statement between the three kinds of judges for pre and post assessments, and for all competencies and all judges combined.

A sub set of cooperating teachers (experimental group) received special training in the use of competency statements to assess teaching performance. Interjudge Reliability Coefficients for the trained cooperating teachers were compared with those of cooperating teachers who received no special training (control group).

An external CBTE specialist, approved by the Pennsylvania Department of Education, assessed six student teachers near the end of the second student teaching experience. An Interjudge Reliability Coefficient was calculated for the external CBTE specialist and the West Chester State College student teachers, cooperating teachers, and college supervisors.

Mean assessments were compared for competency statements judged equivalent from the West Chester competency statements with those from the PDE's "First Year Teacher Survey".

HYPOTHESES TESTED AND RESULTS:

Hypothesis I:

Students completing the West Chester State College programs in Early Childhood and Elementary Education demonstrated their mastery of the published competencies through sufficiently high post assessment scores on the measuring instruments.

Mean performance levels for pre and post assessments, experimental, control, and combined groups, student teachers, cooperating teachers, and college supervisors are reported on Tables I to XII and Figures I and II. With 4 describing mastery of the competency at the full level, the most complete possible, the total mean performance levels assessed were as follows:

- for pre assessment experience one, the mean was 2.60;
- for post assessment experience one, the mean was 3.55;
- for post assessment experience two, the mean was 3.73.

These data confirm Hypothesis I.

Hypothesis II:

Increases in the described levels of performance for each of the role competencies between pre and post assessment measures were statistically significant in each of two student teaching experiences.

Performance levels gains between pre and post assessments measured by correlated t tests, degrees of freedom 50, are as follows:

- between pre one and post one, $t = 16.70$, $p < .001$;
- between post one and post two, $t = 6.76$, $p < .001$;
- between pre one and post two, $t = 16.58$, $p < .001$.

These data confirm Hypothesis II.

Hypothesis III:

There were statistically significant amounts of agreement between the described levels of performance for each of the role competencies as measured by student teacher, cooperating teacher, and college supervisor.

The Interjudge Reliability Coefficients calculated from analysis of variance with repeated measures (Winer, 1962) were reported on Tables I to XII. In each of the sets of fifty one comparisons few of the coefficients were not significant. For post assessment experience II (See Tables IX-XII) Interjudge Reliability Coefficients for all competencies were significant beyond $p = .05$ or $.01$ except Teaching Competency 6e, Provides a safe healthful environment, and Personal Attribute 1a, Appearance. The assessments in each of these cases were so high that the small amounts of variance caused anomalies in the calculations for the Interjudge Reliability Coefficients. The Interjudge Reliability Coefficient for the fifty one competency and attribute statements combined, $R = .56$, was significant $p < .01$. These data confirm Hypothesis III.

Hypothesis IV:

Training sessions in using role competency assessment for selected cooperating teachers resulted in significant increases in amounts of agreement between student teachers, college supervisors, and cooperating teachers regarding the role competencies.

The mean Interjudge Reliability Coefficient gain for the experimental group of trained cooperating teachers was higher ($\bar{X} = 35.9$) compared to the control group of cooperating teachers who received no special training ($\bar{X} = 25.7$). The t test calculated to describe the difference, $t = 1.39$, $df = 40$, was not significant, $p = .08$ (See Figure III). The differences in the increases in amounts of agreement for the experimental group were higher than those for the control group in ten competencies.

Hypothesis V:

There were statistically significant amounts of agreement between assessments of levels of performance for each role competency as made by an external CBTE specialist compared with those made by West Chester State College student teachers, cooperating teachers, and college supervisors.

External PDE approved CBTE specialist, Dr. S. Yoas, Assistant Dean of the School of Education, Cheyney State College, observed and post assessed six elementary student teachers near the end of the second experience. The Interjudge Reliability Coefficient for Yoas and the West Chester State College student teachers, cooperating teachers, and college supervisors was $R = .36$, significant beyond $p = .01$. These data confirm Hypothesis V.

Hypothesis VI:

There were statistically significant amounts of agreement between data collected for West Chester State College student teachers using the West Chester State College role competency statements when compared with equivalent competency statements from the PDE's "First Year Teacher Survey".

Nineteen of the twenty two PDE "First Year Teacher Survey" competencies were judged equivalent to WCSC role competencies. The mean performance level for the WCSC competency statements was 3.6; the mean for the PDE competencies was 3.2. The Pearson r calculated for the two sets of scores, $r = .39$ was significant $p < .01$, $df = 42$. The mean Interjudge Reliability Coefficient for the WCSC competencies, 65.9, was significantly higher than that for the PDE competencies, 53.4 ($t = 2.94$, $p = .004$). These data confirm Hypothesis VI.

Hypothesis VII:

There were statistically significant amounts of agreement between data collected using the West Chester State College competency statements in a fall 1979 pilot study when compared

with data collected in spring 1980.

The Pearson correlation coefficient calculated between fall 1979 and spring 1980 data was $r = .36$, $df\ 96$, $p < .01$. The Interjudge Reliability Coefficient means were for fall 1979, $R = .47$ and for spring 1980 $R = .58$. Analysis of variance for the difference resulted in $f = 3.97$, $df\ 1$ and 96 , $p < .01$. The training of selected cooperating teachers in the spring 1980 data caused a significant increase in the Interjudge Reliability Coefficients for the spring 1980 data ($R = .58$) when compared to the fall 1979 data ($R = .47$). These data confirm Hypothesis VII.

CONCLUSIONS:

The data analyzed in this study show that students completing the teacher education programs in Early Childhood and Elementary Education at West Chester State College demonstrated high levels (mean = 3.73) of the role competencies that define the programs. There were statistically significant high amounts of agreement among the student teachers, the cooperating teachers, the college supervisors, and an external CBTE specialist about the levels of performance of the fifty one competency and attribute statements.

Because the amounts of agreement were already high and statistically significant among student teachers, cooperating teachers, and college supervisors, training the cooperating teachers increased the amounts of agreement in ten competencies but the differences were not significant. The significant increases in Interjudge Reliability Coefficients when spring 1980 data were compared with fall 1979 data show the effects of training the cooperating teachers.

The pre assessment data collected after the first week of teaching, show that the students completing the three year campus sequence in teacher education are knowledgeable in the role competencies as they enter student teaching. The significant increase in performance levels for each of the two experiences are demonstrated by high mean levels of performance and significant significant t's describing gains in performance levels

The amounts of agreement between assessments made using the PDE's "First Year Teacher Survey" and equivalent WCSC role competencies provided further evidence of the validity of the assessment. Significant amounts of agreement between Spring 1980 and Fall 1979 data provide further evidence of reliability.

PROFESSIONAL IMPLICATIONS:

Competency statements with observable defined levels of mastery are useful to describe performance and growth for individuals and programs. Such competency statements plus the pre and post assessment model provide a means for a student teacher, a classroom teacher, or supervisor to describe performance levels and growth for the individual. They also provide a means for measuring the extent to which a teacher education program delivers the competencies that define the program.

Table I

Elementary Student Teachers Pre Assessment Means and
Interjudge Reliability Coefficients for First Experience

PLANNING COMPETENCIES:	CONTROL GROUP: N=82 df=245				EXPERIMENTAL GROUP: N=29 df=86				COMBINED GROUPS: N=111 df=332				X
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R.	
1 Long Range	2.01	2.39	1.24	.14	1.86	2.07	.79	.14	1.97	2.31	1.73	.83**	2.00
2 Daily Plans	3.38	3.44	2.71	.16	3.28	3.45	2.52		3.34	3.44	2.66	.70**	3.15
3a Learner Needs	3.01	2.68	2.16	.47**	2.72	2.72	2.10	.45**	2.94	2.69	2.14	.62**	1.96
3b Behavioral Objectives	3.17	3.10	2.61	.31**	3.24	3.07	2.52	.36**	3.19	3.09	2.59	.69**	2.96
3c Motivation	3.15	3.10	2.35	.17	3.00	3.03	2.17	.46**	3.11	3.08	2.31	.68**	2.83
3d Methods	3.21	3.11	2.48	.42**	3.00	3.03	2.17	.21	3.15	3.09	2.40	.71**	2.88
3e Materials	3.23	3.29	2.57	.36**	2.90	3.24	2.38	.23*	3.14	3.28	2.52	.67**	2.98
3f Individual Differences	2.80	2.80	1.91	.02	2.14	2.69	1.76	.37**	2.63	2.77	1.87	.75**	2.42
3g Evaluation Procedures	2.94	2.59	2.11	.03	2.55	2.79	1.72	.02	2.84	2.64	2.01	.58**	2.50

df = 80 p = .05, R = .18 p = .01, R = .28
 df = 100 p = .05, R = .16; p = .01, R = .25

* p < .05
 ** p < .01

Table II

Elementary Student Teachers Pre Assessment Means and
Interjudge Reliability Coefficients for First Experience

TEACHING COMPETENCIES:	CONTROL GROUP: N=82 df=245				EXPERIMENTAL GROUP: N=29 df=86				COMBINED GROUP: N=111 df=332				X
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	
1 Implements Plans	3.22	3.26	2.76	.06	3.07	3.48	2.76	.41**	3.18	3.32	2.76	.60**	3.09
2 Subject Knowledge	3.27	3.30	2.72	.32**	3.00	3.24	2.45	.21	3.20	3.29	2.65	.70**	3.05
3 Flexibility	3.12	3.02	2.35	.05	3.00	3.00	2.14	.42**	3.09	3.02	2.30	.56**	2.80
4a1 Motivates	3.00	2.94	2.44	.02	2.86	2.97	2.31	.12	2.96	2.95	2.41	.76**	2.77
4a2 Clarity of Purpose	3.00	2.89	2.24	.17	2.90	2.86	1.97	.02	2.97	2.88	2.17	.79**	2.02
4a3 Higher Questions	2.66	2.40	2.01	.17	2.72	2.45	1.66	.05	2.68	2.41	1.92	.78**	2.34
4a4 Clarify & Support	3.05	2.57	2.11	.20*	3.07	2.69	1.72	.58**	3.05	2.60	2.01	.72**	2.55
4b Method Variety	2.59	2.67	2.32	.02	2.38	2.52	1.86	.16	2.53	2.63	2.20	.53**	2.45
4c1 Bulletin Boards	1.43	2.07	1.49	.60**	1.55	1.79	1.14	.40**	1.46	2.00	1.40	.87**	1.62
4c2 Learning Centers	1.06	1.27	1.38	.63**	1.86	1.03	1.10	.58**	1.01	1.21	1.31	.89**	1.18
4c3 Commercial Materials	1.96	2.16	2.21	.21*	1.97	2.03	2.17	.12	1.96	2.13	2.20	.66**	2.10
4c4 Teacher Mades	2.54	2.93	2.15	.42**	2.48	2.72	2.03	.24*	2.52	2.87	2.12	.66**	1.87
4c5 A-V's	1.83	2.17	1.74	.29**	1.66	2.14	1.14	.53**	1.78	2.16	1.59	.65**	1.84
df = 80 p = .05, R = .18; p = .01, R = .28													
df = 100 p = .05, R = .16; p = .01, R = .25													

* p < .05
** p < .01

Table III

Elementary Student Teachers Pre Assessment Means and Interjudge Reliability Coefficients for First Experience

TEACHING COMPETENCIES:	CONTROL GROUP: N=82 df=245				EXPERIMENTAL GROUP: N=29 df=86				COMBINED GROUP: N=111 df=332				X
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	
4c6 Manipulative Materials	1.74	2.06	1.79	.41**	1.69	2.17	1.38	.46**	1.73	2.09	1.68	.74**	1.83
4c7 Community Resources	.71	.72	.82	.57**	.90	.45	.38	.66**	.76	.65	.70	.62**	.70
4d Assess Learning	2.49	2.62	1.90	.68**	2.38	2.52	1.83	.02	2.46	2.59	1.88	.62**	2.31
4e Record Keeping	2.63	2.18	1.62	.20*	2.41	2.72	1.66	.29**	2.58	2.32	1.63	.79**	2.18
4f Flexible Grouping	1.59	1.30	1.68	.28**	1.24	1.45	1.72	.16	1.50	1.34	1.60	.68**	1.51
5a Clear Limits	2.90	2.66	2.30	.03	2.72	2.79	2.41	.56**	2.86	2.69	2.33	.71**	2.63
5b Appropriate Control	2.84	2.57	2.29	.12	2.59	2.86	2.31		2.77	2.65	2.30	.73**	2.57
5c Self Discipline	2.56	2.30	2.24	.11	2.21	2.66	1.97	.16	2.47	2.40	2.17	.63**	2.35
6a Friendly Atmosphere	3.45	3.35	2.78	.21*	3.55	3.41	2.72	.03	2.43	3.37	2.77	.51**	2.88
6b Clear Directions	3.06	3.00	2.59	.02	3.17	3.21	3.34	.02	3.09	3.05	2.52	.79**	2.89
6c Learner Initiates	3.09	2.73	2.15	.18*	2.66	2.62	1.90	.82**	2.97	2.70	2.08	.68**	2.58
6d Non Verbal	2.79	2.12	1.74	.23*	2.67	2.41	1.48	.18*	2.77	2.20	1.68	.45**	2.25
6e Safety	2.90	2.88	2.65	.09	2.79	3.21	2.45	.63**	2.87	2.96	2.59	.64**	2.81
6f Learner Responsibility	2.98	2.67	2.29	.18*	2.28	2.83	2.21	.48**	2.79	2.71	2.27	.45**	2.59
7 Non-Sexist Non-Racist, Etc.	2.45	.83	1.22	.04	2.48	2.31	.41		2.46	1.95	1.01	.68**	1.81

* p < .05 ** p < .01

Table IV Elementary Student Teachers Pre: Assessment Means and Interjudge Reliability Coefficients for First Experience

PERSONAL & PROFESSIONAL ATTRIBUTES:	CONTROL GROUP: N=82				EXPERIMENTAL GROUP: N=29				COMBINED GROUP: N=111				X
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R.	S.T.	C.T.	SUP.	R	
1a Appearance	3.66	3.76	3.89	.78**	3.86	3.86	3.90	.99**	3.71	3.78	3.89	.89**	3.79
1b Voice	3.49	3.41	2.74	.27**	3.55	3.52	2.86	.99**	3.50	3.44	2.77	.40**	3.24
1c Poise	3.52	3.50	2.79	.12	3.55	3.66	2.86	.71**	3.53	3.54	2.81	.23*	3.29
2a Dependability	3.67	3.62	2.90	.01	3.69	3.79	2.66	.06	3.68	3.67	2.84	.01	3.40
2b Dependability	3.71	3.60	2.87	.17	3.83	3.86	2.76		3.74	3.67	2.84	.39**	3.33
2c Responsibility	3.72	3.55	2.87	.34**	3.79	3.86	2.76		3.74	3.63	2.84	.58*	3.40
2d Enthusiasm	3.56	3.52	2.89	.32**	3.41	3.69	2.62	.58**	3.52	2.57	2.82	.40**	3.30
2e Initiative	3.39	3.41	2.71	.13	3.45	3.48	2.62		3.41	3.43	2.68	.18*	3.17
2f Cooperation	3.79	3.66	2.88	.45**	3.86	3.83	2.66		3.81	3.70	2.82	.74**	3.44
2g Judgment	3.30	3.30	2.63	.82**	3.52	3.38	2.48	.15	3.36	3.32	2.59	.63**	3.09
2h Creativity	3.13	3.02	2.51	.25**	2.93	3.10	2.48	.24*	3.08	3.05	2.50	.24*	2.88
3 Self Evaluation	3.32	3.15	2.59	.07	3.00	3.28	2.45	.73**	3.23	3.18	2.55	.20*	2.99
4 Self Improvement	3.30	3.11	2.43	.43**	3.10	3.21	2.24		3.25	3.14	2.38	.79**	2.92
5 Response to Suggestions	3.73	3.46	2.83	.24*	3.66	3.76	2.62		3.71	3.54	2.77	.48**	3.34

df = 80 p = .05, R = .18; p = .01, R = .28
df = 100 p = .05, R = .16; p = .01, R = .25

* p < .05
** p < .01

Table V Elementary Student Teachers First Experience Post Assessment Means and Interjudge Reliability Coefficients

PLANNING COMPETENCIES:	CONTROL GROUP N = 76 df=227				EXPERIMENTAL GROUP: N = 30 df=89				COMBINED GROUPS N = 106 df=317				X
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	
1 Long Range	3.34	3.43	3.31	.87**	3.57	3.27	3.53	.71**	3.34	3.39	3.38	.83**	3.51
2 Daily	3.93	3.85	3.80	.64**	3.90	3.83	3.83	.84**	3.93	3.85	3.81	.70**	3.86
3a Learner Needs	3.59	3.64	3.49	.61**	3.73	3.57	3.67	.67**	3.59	3.62	3.55	.62**	3.57
3b Behavioral Objectives	3.81	3.69	3.69	.77**	3.93	3.77	3.73	.19	3.81	3.72	3.71	.69**	3.75
3c Motivation	3.54	3.52	3.51	.70**	3.90	3.70	3.53	.56**	3.54	3.58	3.52	.68**	3.55
3d Methods	3.74	3.68	3.59	.75**	3.70	3.73	3.63	.56**	3.74	3.70	3.60	.71**	3.68
3e Materials	3.72	3.76	3.75	.79**	3.77	3.77	3.83	.04	3.72	3.76	3.77	.67**	3.75
3f Individual Differences	3.26	3.40	3.36	.74**	3.50	3.40	3.40	.81**	3.26	3.41	3.38	.75**	3.35
3g Evaluation Procedures	3.49	3.51	3.37	.66**	3.50	3.60	3.63	.26*	3.49	3.54	3.45	.58**	3.49
TEACHING COMPTENCIES:													
1 Implements Plans	3.62	3.76	3.79	.65**	3.67	3.93	3.93	.26*	3.62	3.81	3.83	.60**	3.75
2 Subject Knowledge	3.77	3.69	3.51	.77**	3.80	3.73	3.60	.36**	3.77	3.71	3.54	.70**	3.67
3 Flexibility	3.69	3.73	3.75	.62**	3.80	2.83	3.83	.08	3.69	3.76	3.77	.56**	3.74
4a1 Motivates Learner	3.58	3.53	3.32	.78**	3.67	3.73	3.53	.66**	3.58	3.59	3.39	.76**	3.52

* p < .05
** p < .01

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Table VI Elementary Student Teaching First Experience Post Assessment Means and Interjudge Reliability Coefficients

TEACHING COMPETENCIES:	CONTROL GROUP N = 76 df=227				EXPERIMENTAL GROUP: N = 30 df=89				COMBINED GROUPS N = 106 df=317				X
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	
4a2 Clarity of Purpose	3.39	3.43	3.09	.84**	3.53	3.60	3.30	.42**	3.39	3.48	3.16	.79**	3.34
4a3 Higher Questions	3.43	3.27	3.04	.77**	3.33	3.20	2.93	.79**	3.43	3.25	3.01	.78**	3.23
4a4 Clarify & Support	3.64	3.41	3.20	.79**	3.57	3.57	3.13	.44**	3.64	3.46	3.18	.72**	3.43
4b Variety: Methods	3.47	3.41	3.44	.61**	3.37	3.50	3.60	.27*	3.47	3.44	3.29	.53**	3.47
4c1 Bulletin Boards	3.54	3.65	3.52	.88**	3.87	3.80	3.73	.81**	3.54	3.70	3.58	.87**	3.61
4c2 Learning Centers	2.84	3.13	3.15	.88**	2.40	2.47	2.60	.91**	2.84	2.95	3.00	.89**	2.93
4c3 Commercial Materials	3.41	3.37	3.65	.67**	3.23	3.33	3.57	.66**	3.41	3.37	3.63	.66**	3.47
4c4 Teacher Made	3.73	3.69	3.53	.76**	3.73	3.70	3.53	.27*	3.73	3.70	3.54	.66**	3.66
4c5 A-V's	3.54	3.47	3.48	.76**	3.37	3.63	3.57	.12	3.54	3.52	3.51	.65**	3.52
4c6 Manipulative Materials	3.47	3.41	3.25	.78**	3.40	3.47	3.37	.56**	3.47	3.43	3.29	.74**	3.40
4c7 Community Resources	2.74	2.52	1.79	.72**	3.00	2.57	1.40	.21	2.74	2.55	1.70	.62**	2.33
4d Assess Learning	3.47	3.55	3.44	.75**	3.20	3.43	3.37	.31**	3.47	3.52	3.42	.62**	3.47
4e Records	3.27	3.23	3.23	.82**	3.50	3.30	3.43	.56**	3.27	3.25	3.29	.79**	3.27
4f Flexible Groups	2.80	2.53	3.09	.66**	2.20	2.17	3.03	.70**	2.80	2.44	3.08	.68**	2.77
5a Clear Limits	3.58	3.52	3.64	.76**	3.53	3.57	3.73	.54**	3.58	3.54	3.67	.71**	3.60

* p < .05
** p < .01

Table VII

Elementary Student Teachers First Experience Post Assessment Means
and Interjudge Reliability Coefficients

TEACHING COMPTENCIES:	CONTROL GROUP				EXPERIMENTAL GROUP:				COMBINED GROUPS:				
	N = 76		df=227		N = 30		df=89		N = 106		df=317		
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	
5b Appropriate Control	3.57	3.51	3.64	.74**	3.47	3.53	3.67	.71**	3.57	3.52	3.65	.73**	3.58
5c Self Discipline	3.42	3.37	3.47	.67**	3.27	3.47	3.47	.49**	3.42	3.37	3.47	.63**	3.42
6a Friendly Atmosphere	3.93	3.85	3.92	.45**	3.90	3.87	3.97	.64**	3.93	3.86	3.93	.51**	3.91
6b Clear Directions	3.65	3.63	3.65	.78**	3.60	3.63	3.63	.83**	3.54	3.63	3.65	.79**	3.64
6c Learner Initiates	3.57	3.51	3.08	.75**	3.40	3.63	3.33	.36**	3.47	3.55	3.16	.68**	3.43
6d Non Verbal	3.51	3.37	2.88	.52**	3.63	3.27	2.77	.24**	3.51	3.31	2.86	.45**	2.89
6e Safety	3.74	3.57	3.85	.62**	3.63	3.77	3.87	.71**	3.74	3.63	3.86	.64**	3.74
6f Learner Responsibility	3.65	3.63	3.57	.50**	3.50	3.73	3.60	.35**	3.65	2.66	3.58	.45**	3.63
7 Non-Sexist Non-Racist	3.57	3.47	3.17	.77**	3.53	3.40	3.30	.36**	3.57	3.45	3.22	.68	3.41

PERSONAL AND PROFESSIONAL ATTRIBUTES

1a Appearance	3.88	3.93	3.95	.09	3.97	3.97	3.93	.16	3.91	3.94	3.94	.07	3.93
1b Voice	3.86	3.77	3.79	.44**	3.87	3.87	3.80	.05	3.87	3.80	3.79	.35**	3.82
1c Poise	3.82	3.73	3.73	.39**	3.90	3.97	3.67	.28*	3.85	3.80	3.78	.35**	3.81
2a Attitude	3.95	3.85	3.92	.65**	3.87	3.87	4.00	.69**	3.92	3.86	3.94	.66**	3.94
2b Dependability	3.86	3.84	3.93	.78**	4.00	3.93	4.00	.05	3.91	3.87	3.95	.77**	3.91

* p < .05

Table VIII Elementary Student Teachers First Experience Post Assessment Means and Interjudge Reliability Coefficients

PERSONAL & PROFESSIONAL ATTRIBUTES	CONTROL GROUP				EXPERIMENTAL GROUP:				COMBINED GROUPS				X
	N = 76		df=227		N = 30		df=89		N = 106		df=317		
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	
2c Responsi- bility	3.89	3.83	3.92	.71**	4.00	3.90	3.97	.54**	3.92	3.85	3.93	.70**	3.90
2d Enthusiasm	3.86	3.77	3.81	.71**	3.90	3.77	3.90	.79**	3.88	3.77	3.84	.73**	3.83
2e Initiative	3.74	3.68	3.80	.75**	3.90	3.77	3.90	.86**	3.79	3.71	3.83	.77**	3.78
2f Cooperation	3.96	3.93	3.95	.29**	3.97	3.93	4.00	.10	3.96	3.93	3.96	.24**	3.95
2g Judgement	3.80	3.75	3.71	.50**	3.67	3.77	3.67	.45**	3.76	3.75	3.70	.48**	3.74
2h Creativity	3.73	3.64	3.44	.76**	3.67	3.67	3.50	.74**	3.72	3.65	2.46	.75**	3.28
3 Self Evaluation	3.74	3.75	3.69	.63**	3.63	3.73	3.70	.71**	3.71	3.75	2.70	.64**	3.39
4 Self Improvement	3.78	3.72	3.80	.52**	3.67	3.67	3.73	.55**	3.75	3.71	3.78	.52**	3.75
5 Response to Suggestions	3.84	3.84	3.76	.37**	4.00	3.93	3.87	.30*	3.89	3.87	3.79	.36**	3.85

* p < .05
** p < .01

Table IX

Elementary Student Second Experience Post Assessment Means
and Interjudge Reliability Coefficients

PLANNING COMPETENCIES:	CONTROL GROUP				EXPERIMENTAL GROUP:				COMBINED GROUPS:				X
	N = 68	df = 203			N = 21	df = 62			N = 89	df = 266			
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	
1 Long Range	3.62	3.46	3.62	.79**	3.67	3.46	3.62	.69**	3.63	3.45	3.62	.77**	3.57
2 Daily	3.97	3.84	3.90	.22*	3.95	3.84	3.90	.001	3.97	3.88	3.90	.23*	3.92
3a Learner Needs	3.71	3.81	3.85	.74**	3.57	3.81	3.85	.04	3.67	3.75	3.85	.26**	3.76
3b Behavioral Objectives	3.90	3.90	3.82	.76**	3.86	3.90	3.82	.11	3.89	3.82	3.82	.52**	3.84
3c Motivation	3.75	3.79	3.82	.72**	3.81	3.79	3.82	.56**	3.76	3.79	3.82	.69**	3.79
3d Methods	3.78	3.74	3.78	.44**	3.76	3.74	3.78	.93**	3.78	3.75	3.78	.60**	3.77
3e Materials	3.84	3.84	3.90	.63**	3.86	3.84	3.90	.82**	3.84	3.85	3.90	.66**	3.86
3f Individual Differences	3.66	3.69	3.71	.79**	3.48	3.69	3.71	.19**	3.62	3.72	3.71	.70**	3.68
3g Evaluation Procedures	3.60	3.60	3.76	.66**	3.71	3.60	3.76	.58**	3.63	3.63	3.76	.65**	3.67
TEACHING COMPETENCIES:													
1 Implements Plans	3.85	3.81	3.96	.31**	4.00	3.81	3.96	.001	3.89	3.84	3.96	.33**	3.90
2 Subject Knowledge	3.79	3.90	3.87	.65**	3.95	3.90	3.87	.78**	3.83	3.88	3.87	.66**	3.86
3 Flexibility	3.93	3.82	3.96	.58**	3.86	3.82	3.96	.56**	3.91	3.81	3.96	.57**	3.89
4a1 Motivates Learner	3.72	3.71	3.72	.75**	3.71	3.71	3.72	.76**	3.72	3.70	3.72	.75**	3.71
4a2 Clarity of Purpose	2.57	3.62	3.62	.85**	3.81	3.62	3.62	.46**	3.63	3.63	3.62	.82**	3.63
4a3 Higher Questions	3.41	3.21	3.43	.85**	3.57	3.21	3.43	.51**	3.45	3.29	3.43	.84**	3.39

* p < .05
** p < .01

Table X

Elementary Student Second Experience Post Assessment Means
and Interjudge Reliability Coefficients

TEACHING COMPETENCIES:	CONTROL GROUP				EXPERIMENTAL GROUP:				COMBINED GROUPS:				df= 266 X
	N = 68		df = 205		N = 21		df=62		N = 89				
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	
4a4 Clarify & Support	3.63	3.65	3.57	.32**	3.81	3.65	3.57	.16	3.67	3.65	3.57	.30**	3.63
4b Variety: Methods	3.71	3.53	3.49	.25**	3.67	3.53	3.49	.77**	3.57	3.54	3.49	.37**	3.53
4c1 Bulletin Boards	3.56	3.62	3.79	.88**	3.81	3.62	3.79	.87**	3.71	3.64	3.79	.88**	3.71
4c2 Learning Centers	3.12	2.96	3.21	.92**	3.43	2.96	3.21	.77**	3.19	3.01	3.21	.90**	3.14
4c3 Commercial Materials	3.74	3.71	3.84	.44**	3.52	3.71	3.84	.82**	3.48	3.65	3.84	.64**	3.66
4c4 Teacher Made	3.94	3.87	3.88	.78**	3.48	3.87	3.88	.48**	3.57	3.80	3.88	.67**	3.75
4c5 A-V's	3.69	3.53	3.69	.53**	3.76	3.53	3.69	.63**	3.76	3.58	3.69	.55**	3.68
4c6 Manipulative Materials	3.82	3.69	3.79	.76**	3.43	3.69	3.79	.79**	3.10	3.55	3.79	.79**	3.48
4c7 Community Resources	2.71	2.54	2.87	.69**	2.95	2.54	2.87	.66**	3.14	2.69	3.87	.69**	3.23
4d Assess Learning	3.65	3.51	3.79	.45**	3.48	3.51	3.79	.57**	3.62	3.54	3.79	.78**	3.65
4e Records	3.62	3.31	3.53	.83**	3.52	3.31	3.53	.76**	3.67	3.39	3.53	.82**	3.53
4f Flexible Groups	3.44	2.94	3.46	.57**	3.00	2.94	3.46	.80**	3.38	3.04	3.46	.64**	3.29
5a Clear Limits	3.62	3.63	3.84	.43**	3.81	3.63	3.84	.60**	3.52	3.61	3.84	.45**	3.66
5b Appropriate Control	3.72	3.62	3.66	.60**	3.86	3.62	3.66	.34**	3.43	3.57	3.66	.57**	3.55
5c Self Discipline	3.65	3.47	3.68	.62**	3.52	3.47	3.68	.66**	3.88	3.47	3.68	.62**	3.54
6a Friendly Atmosphere	3.94	3.82	3.93	.60**	4.00	3.82	3.93	.36**	3.76	3.81	3.93	.54**	3.83
6b Clear Directions	3.88	3.76	3.93	.70**	3.86	3.76	3.93	.74**	3.67	3.74	3.93	.71**	3.78

* p < .05
** p < .01

Table XI

Elementary Student Second Experience Post Assessment Means
and Interjudge Reliability Coefficients

TEACHING COMPETENCIES:	CONTROL GROUP				EXPERIMENTAL GROUP:				COMBINED GROUPS:				X
	N = 68		df=203		N = 21		df=62		N = 89		df=266		
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	
6c Learner	3.60	3.60	3.53	.75**	3.71	3.60	3.53	.39**	3.67	3.62	3.53	.73**	3.61
Initiates													
6d Non Verbal	3.71	3.56	3.43	.74**	3.81	3.56	3.43	.43**	3.62	3.57	3.43	.71**	3.54
6e Safety	3.93	3.82	4.00	.18	3.95	3.82	4.00	.53**	3.90	3.84	4.00	.06	3.91
6f Learner	3.82	3.72	3.90	.22*	3.81	3.72	3.90	.39**	3.76	3.73	3.90	.23*	3.80
Responsibility													
7 Non-Sexist	3.68	3.62	3.59	.63**	3.57	3.62	3.59	.72**	3.76	3.65	3.59	.64**	3.67
Non-Racist													

PERSONAL AND PROFESSIONAL ATTRIBUTES

1a Appearance	3.93	3.94	3.94	.11	4.00	4.00	3.95	.001	3.94	3.96	3.94	.09	3.95
1b Voice	3.87	3.87	3.85	.45**	4.00	3.71	4.00	.30	3.90	3.83	3.89	.38**	3.87
1c Noise	3.90	3.93	3.85	.50**	3.81	3.95	4.00	.03	3.88	3.93	3.89	.37**	3.90
2a Attitude	3.88	3.93	3.87	.57**	3.95	3.86	3.95	.85**	3.90	3.91	3.89	.61**	3.90
2b Dependabil-	3.94	3.94	3.87	.43**	4.00	3.95	3.95	.07	3.96	3.94	3.89	.42**	3.93
ity													
2c Responsi-	3.96	3.88	3.87	.38**	4.00	3.86	4.00	.06	3.97	3.88	3.90	.34**	3.92
bility													
2d Enthusiasm	3.88	3.81	3.85	.66**	3.95	3.81	4.00	.41	3.90	3.81	3.89	.65**	3.87
2e Initiative	3.91	3.84	3.81	.70**	3.95	3.76	3.95	.82	3.92	3.82	3.84	.72**	3.86
2f Cooperation	3.96	3.97	3.90	.55**	4.00	4.00	4.00	-	3.97	3.98	3.92	.55**	3.96
2g Judgement	3.90	3.88	3.75	.66**	3.95	3.86	3.81	-	3.91	3.88	3.76	.66**	3.85

Table XII

Elementary Student Second Experience Post Assessment Means
and Interjudge Reliability Coefficients

PERSONAL AND PROFESSIONAL ATTRIBUTES:	CONTROL GROUP				EXPERIMENTAL GROUP:				COMBINED GROUPS:				
	N = 68	df= 203			N = 21	df= 62			N = 89	df=266			
	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	S.T.	C.T.	SUP.	R	X
2h Creativity	3.87	3.75	3.82	.58**	3.90	3.76	3.90	-	3.88	3.75	3.84	.71**	3.82
3 Self eval- uation	3.82	3.88	3.79	.56**	3.95	3.76	4.00	-	3.85	3.88	3.84	.53**	3.86
4 Self im- provement	3.82	3.84	3.78	.60**	3.76	3.76	3.95	-	3.81	3.82	3.82	.46**	3.82
5 Response to Suggestions	3.97	3.94	3.85	.56**	3.95	3.90	4.00	-	3.97	3.93	3.89	.52**	3.93

df = 60 p = .05, R = .25; p = .01, R = .33
df = 100 p = .05, R = .20; p = .01, R = .25

* p < .05
** p < .01

PLANNING COMPETENCIES:

TEACHING COMPETENCIES:

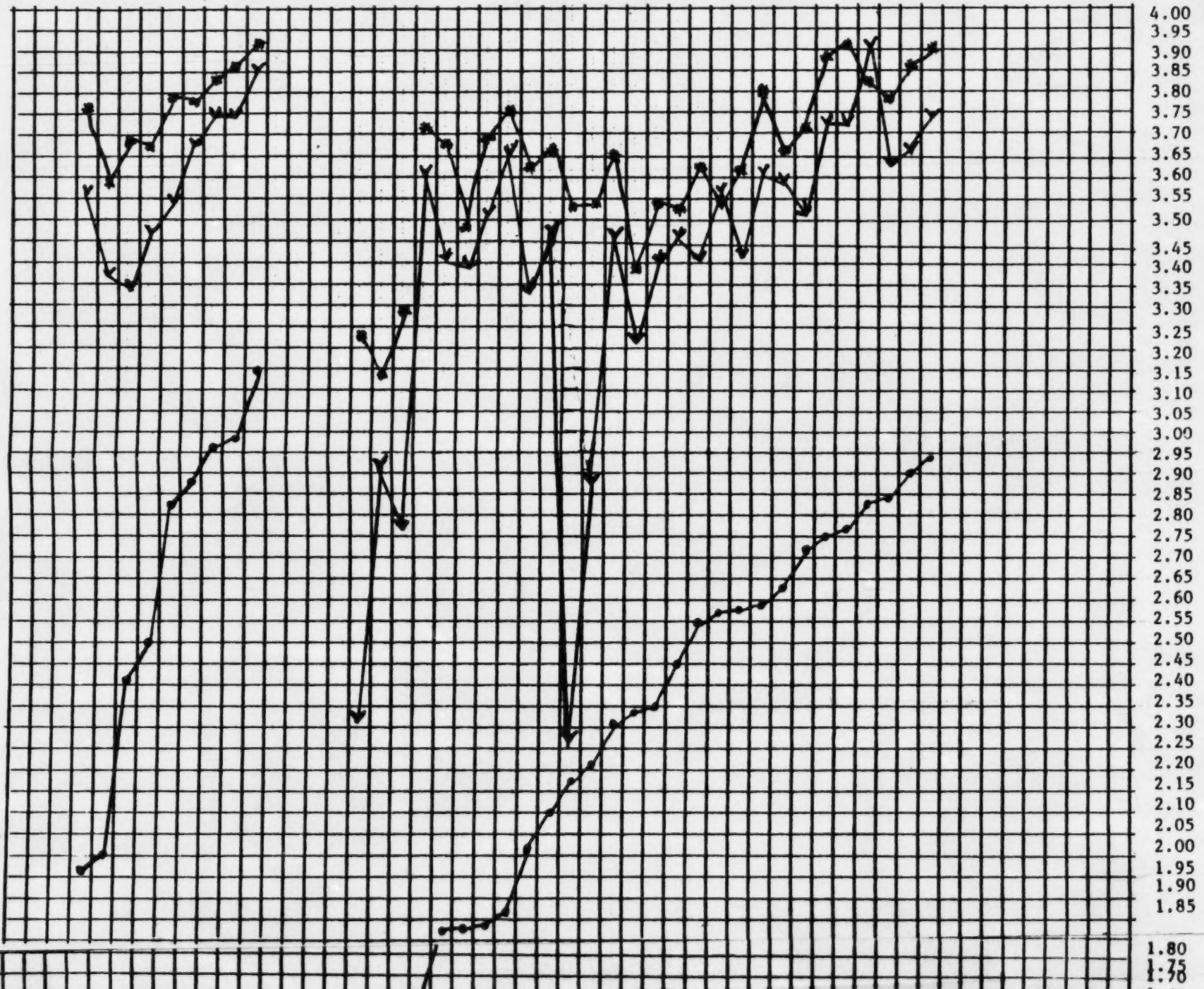
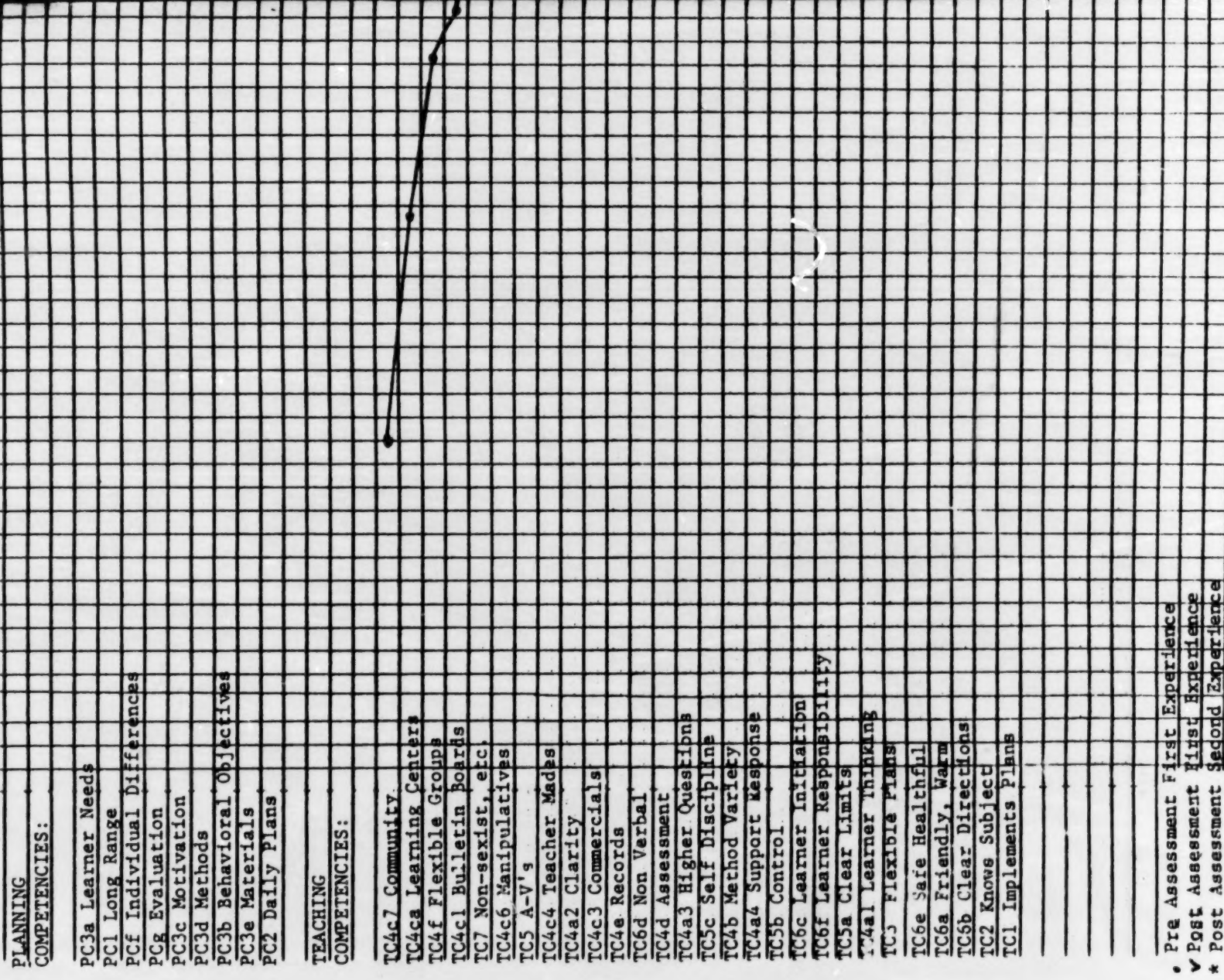
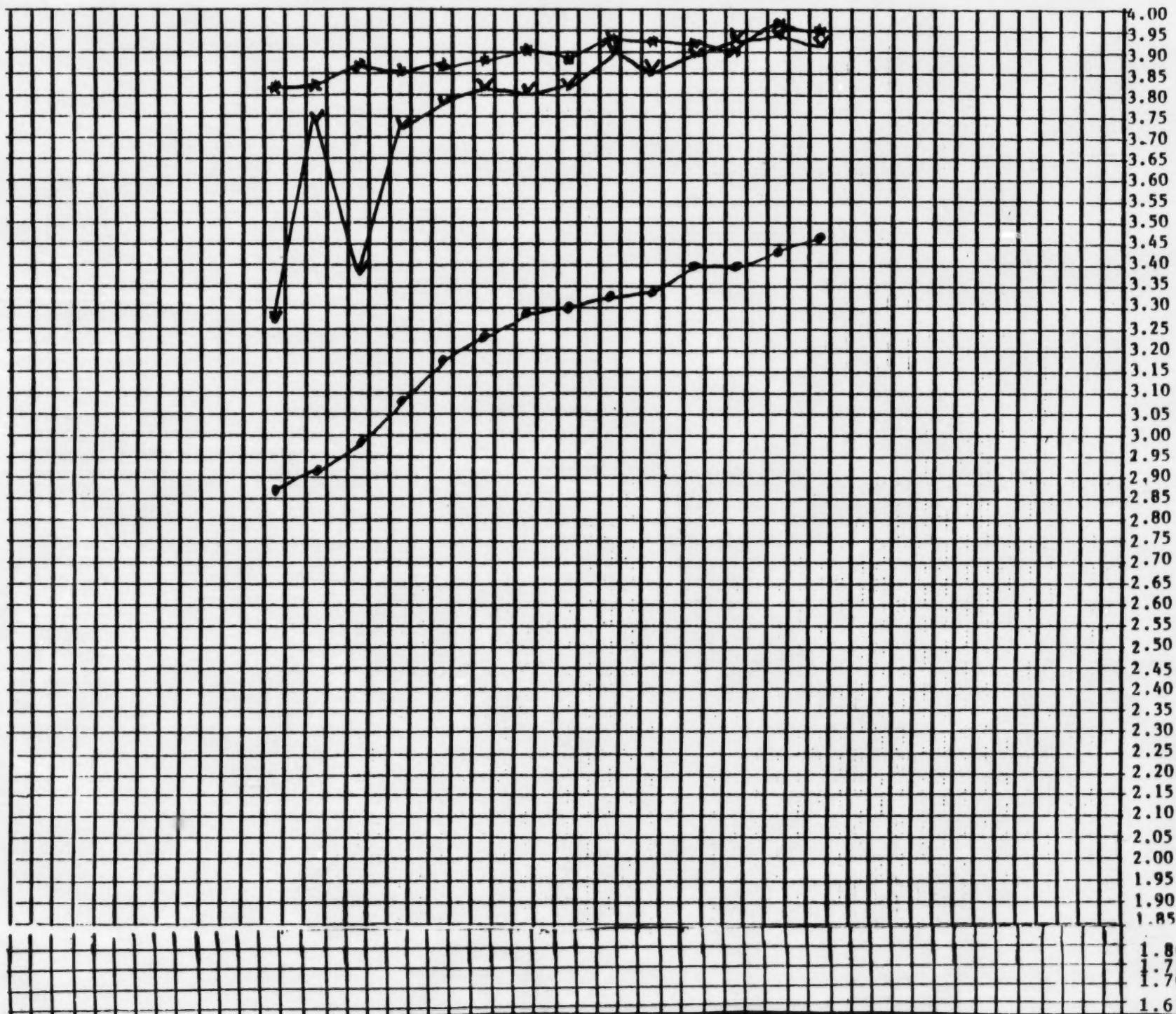


Figure 1 Early Childhood and Elementary Education Student Teachers Mean Pre and Post Assessment for Planning and Teaching Competencies



Early Childhood and Elementary Education Student Teachers Mean Pre and Post Assessments for Professional Attributes



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Figure II

Early Childhood and Elementary Education Student Teachers Mean
Pre and Post Assessments for Professional Attributes

PA2h Creativity

PA4 Self Improvement

PAJ Self Evaluation

PA2g Judgment

PA2c Initiation

PA1b Voice

PA1c Poise

PA2d Enthusiasm

PA2b Dependability

PA5 Accepts

PA2c Responsibility

PA2a Attitude

PA2f Cooperation

PA1a Appearance

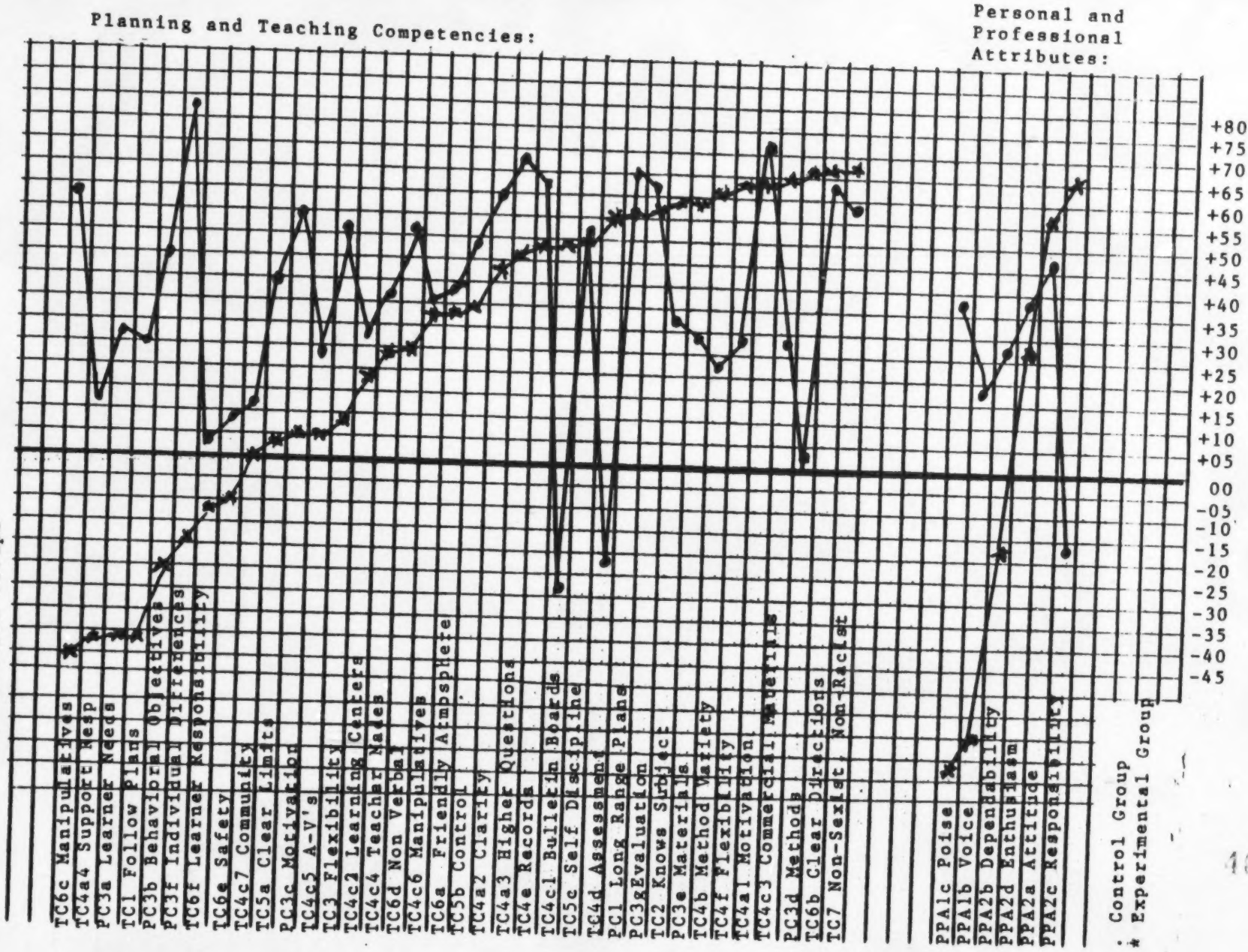
• Pre Assessment First Experience

✓ Post Assessment First Experience

* Post Assessment Second Experience

1.60
1.55
1.50
1.45
1.40
1.39
1.30
1.25
1.20
1.15
1.10
1.05
1.00
.95
.90
.85
.80
.75
.70
.65
.60
.55
.50
.45
.40
.35
.30
.25
.20
.15
.10
.05
.00

Figure III Early Childhood and Elementary Education Student Teachers Interjudge Reliability Coefficient Gain Scores from Pre to Post Assessment for Experimental and Control Groups



Appendix .

Role Competencies and Professional Attributes for Early
Childhood and Elementary Education Student Teachers

STUDENT TEACHER'S NAME _____

SOC. SEC. # _____

WEST CHESTER STATE COLLEGE - DEPARTMENT OF EARLY CHILDHOOD AND ELEMENTARY EDUCATION

LEVELS OF COMPETENCE FOR THIS STUDENT IN THIS SITUATION:

- (NO) Not Observed
 (U) Unacceptable: Performance below minimal level.
 (I) Initial: Performance observable some of the time.
 (S) Sustained: Performance observable frequently.
 (F) Full: Performance observable consistently.

STUDENT TEACHING COMPETENCIES

CHECK APPROPRIATE COLUMN FOR COMPETENCE:

COMMENTS:

PLANNING COMPETENCIES:

	NO	U	I	S	F
1. Prepares long range plans					
2. Prepares daily plans					
3. Identifies:					
a. Needs of learners					
b. Behavioral objectives					
c. Motivation					
d. Methods					
e. Materials					
f. Individual differences					
g. Evaluation procedures					

TEACHING TECHNIQUE:

1. Implements plans					
2. Demonstrates flexibility in use of plans					
3. Demonstrates adequate knowledge of subject matter					
4. Demonstrates technical skills by:					
a. Encouraging children to think logically, creatively, and critically by:					
1. Motivating					
2. Making purpose clear to learner					
3. Asking higher order questions					
4. Eliciting clarification and support of responses					
b. Using variety of methods					
c. Using variety of materials:					
1. Bulletin boards					
2. Learning centers					
3. Commercially made materials					
4. Teacher made materials					
5. Audio-visual materials					
6. Manipulative materials					
7. School and community resources					

STUDENT TEACHER'S NAME _____ SOC. SEC. # _____

WEST CHESTER STATE COLLEGE - DEPARTMENT OF EARLY CHILDHOOD AND ELEMENTARY EDUCATION

STUDENT TEACHING COMPETENCIES:	NO	U	I	S	F
d. <u>Assessing learning</u>					
e. <u>Keeping accurate and meaningful records</u>					
f. <u>Initiating flexible grouping</u>					
5. <u>Demonstrates classroom control by:</u>					
a. <u>Communicating limits of behavior</u>					
b. <u>Using appropriate control techniques</u>					
c. <u>Developing child self-discipline</u>					
6. <u>Encourages classroom interaction by:</u>					
a. <u>Establishing a warm, friendly atmosphere; rapport</u>					
b. <u>Giving understandable directions</u>					
c. <u>Stimulating children to initiate ideas, to ask questions and to interact with others</u>					
d. <u>Making use of non-verbal communication, including silence</u>					
e. <u>Providing a safe, healthful environment</u>					
f. <u>Encouraging children to assume responsibility</u>					
7. <u>Utilizes strategies that present non-stereotyped views of sex-identification, ethnic, cultural, and minority groups</u>					

COMMENTS:

PERSONAL AND PROFESSIONAL ATTRIBUTES FOR STUDENT TEACHING:

1. <u>Demonstrates appropriate personal attributes:</u>					
a. <u>Appearance</u>					
b. <u>Voice</u>					
c. <u>Poise</u>					
2. <u>Demonstrates appropriate professional attributes:</u>					
a. <u>Attitude</u>					
b. <u>Dependability</u>					
c. <u>Responsibility</u>					
d. <u>Enthusiasm</u>					
e. <u>Initiative</u>					
f. <u>Cooperation</u>					
g. <u>Judgment</u>					
h. <u>Creativity</u>					
3. <u>Evaluates own performance</u>					
4. <u>Offers suggestions to self-improvement</u>					
5. <u>Accepts and responds to suggestions</u>					

SIGNATURE _____

DATE _____

